A Writing Update from the KDE Writing Consultants

November 2007

In this issue, please find information on
- New parent handbook and writing tips
- Training opportunities
- Writing resources
- Handbook updates
- A special report from the KDE reading consultants
- Other announcements

Parent Handbook

Formerly called "Sharpen Your Child's Writing Skills," the new Parent Handbook has been revised and is now online in both English and Spanish. This link also contains the "Writing Tips" file to help parents help their children with writing.

Training Opportunities

The Louisville Writing Project presents the "2007-2008 Saturday Series." Flyer is attached in .pdf format. Please make certain you have the latest version of Adobe Acrobat Reader to view the file.

Upcoming Conferences

National Council of Teachers of English, New York City, **November 15-18, 2007**

"*Mapping* Diverse Literacies For the Twenty-First Century: Opportunities, Challenges, Promising New Directions"

Kentucky Council of Teachers of English, Lexington, KY, Radisson Hotel, **February 1-2, 2008**

"Hats off to Literacy"

"Student Learning for the Twenty-first Century, Every Child, Every Day"

Writing Resources

In this section, "Writing Resources," we will bring you titles of resources we have been reading that may help you in the classroom.

**This month,
Depeka recommends**

Wellhousen Tunks, Karen and Rebecca McMahon Giles. *Write Now! Publishing with Young Authors PreK-Grade 2.* Portsmouth: Heinemann, 2007.
    ISBN: 978-0-325-00911-7

The authors provide information on dictating oral anecdotes, translating kid writing, creating cooperative learning environments, and encouraging independent authors.

Dena recommends,

Sipe, Rebecca B. *They Still Can't Spell? Understanding and Supporting Challenged Spellers in Middle and High School.* Portsmouth, NH: Heinemann, 2003.
    ISBN: 0325005397

This book offers teachers ways to identify students' spelling problems within the context of writing and the appropriate strategies to correct them in regular English classrooms.

Lee Ann recommends,

Beers, Kylene, Robert E. Probst and Linda Reif (eds). *Adolescent Literacy: Turning Promise into Practice.* Portsmouth, NH: Heinemann, 2007.
    ISBN: 0325011281

This new book brings together 28 of the nation's leading educators to discuss the issue of adolescent literacy and to address the latest research in literacy education to help answer the issue of what we, as educators, must do to move deal with the issue of adolescent literacy.

Handbook Updates

You will soon receive information about how to download a packet of handbook updates from Part I: Writing Development. There will be a revised section on common questions and answers and a revised glossary. There will be a second handbook update in the spring regarding scoring documents.

You can expect to receive an email about the handbook updates near the end of November.

KDE Reading Consultants

A Special Update from the KDE Reading Consultants

November 2007

1. *Literacy Without Limits* DVD-ROM Available

Literacy Without Limits: Help for Struggling Students, Grades 4-12
Produced in partnership with KDE's Early Literacy Branch, this DVD-ROM resource showcases strategies that content area teachers can use to help students who struggle with literacy. It features 90+ video clips shot in classrooms across Kentucky. KDE is providing a free copy of this resource to every public school in the state, and the DVD-ROMS are posted online at www.literacywithoutlimits.org. Please take a moment to visit the web site. You'll find that *Literacy Without Limits* is thorough, accessible, and useful for 4-12 teachers in multiple subjects and classroom settings.

2. Teaching Tools

We've designed Teaching Tools to provide teachers, schools and districts with a Web-based community of learning. This is where you can share standards-based resources as you strive to move your students to proficiency and beyond.
 Teaching Tools is a result of data and feedback from educators and educational partners throughout Kentucky. We're continually revising and updating these pages.
http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/

3. Curriculum Resources for Reading

> ➢ Program of Studies
> ➢ Program of Studies Implementation Manual
> ➢ Core Content for Assessment
> ➢ Student Performance Standards

http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Reading/Curriculum+Resources+for+Reading.htm

4. e-Learning Kentucky Online Learning and PD for Educators

On a regular basis, e-Learning Kentucky, a component of **KY Virtual Schools**, provides online PD courses and training. In addition, online Communities of Practice can be provided.   For more information, contact elearningkyinquiry@education.ky.gov or toll free at 1-866-432-0008. http://www.kyvs.org/webapps/portal/frameset.jsp

5. Literacy PERKS

Literacy PERKS is in the process of being updated.

http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/Literacy+Plan/LiteracyPERKSLiteracy+Plan.htm

6. TEACH grants

October 2007, the house passed legislation for federal money to be paid to prepare teachers for high-need fields (which include reading specialists).

Here are the details:

- Starting July 2008
- $4000 per year undergraduate, up to $16,000
- $8000 per year graduate, up to $16,000
- Must maintain GPA 3.25 or better and have a 75% pass rate on college admissions test
- Must teach four years after receiving funds in high need schools

Keep your eyes and ears out for this at KDE or US DOE!

7. Books We Recommend

➢ *Strategies That Work* by Stephanie Harvey & Anne Goudvis
Full of practical suggestions to help students think when they read, *Strategies That Work* gives teachers:
- more than 40 K-8 strategy lessons for understanding text;
- ways to use short text, such as picture books, newspapers, magazines, and poetry to teach comprehension;
- ideas for choosing books that promote thinking and discussion;
- suggestions to better comprehend text in social studies, science and other content areas;
- a wide range of authentic response options that promote engagement and enable students to monitor their own comprehension;
- examples of student work, illustrations, scripts of conversations, and a complete assessment interview to demonstrate and evaluate students' use of strategies.

➢ *Teaching Strategic Processes in Reading* by Janice Almasi
This text focuses on a key component of literacy instruction: helping students become thoughtful, independent readers who are able to flexibly use a repertoire of reading strategies for comprehension and word recognition. Presented are research–based explanations and guidelines that culminate in a comprehensive strategy instruction model. Teachers in grades K-8 learn classroom-tested ways to create an effective environment for motivated strategy use, combine explicit instruction with scaffolded support, and provide opportunities for students to verbalize their cognitive processes. Special features include case studies and

sample lessons, lists of recommended student texts, and excerpts from teacher journals and portfolios, as well as reproducible learning activities, graphic organizers, and assessment tools.

➤ *Subjects Matter; Every Teacher's Guide to Content-Area Reading* by Harvey Daniels & Steven Zemelman
A book about content-area reading that is as useful to math, science, and history teachers as it is to English teachers. *Subjects Matter* points the way to activities and materials that energize content and engage students across all subject areas. Punctuated by stories from real math, science, social studies and other classrooms, *Subjects Matter* shows how young people can read and succeed across the curriculum, and what their teachers can do to foster this success. This book features:

- 23 practical classroom activities that help students understand and remember what they read, in math, science, social studies, English, and more;
- a tough analysis of today's textbooks, along with specific ways to use them more effectively;
- a new "balanced diet" of reading, including 150 books of interest to teenage readers;
- instruction for growing a rich classroom library in your subject area;
- plans for setting up student book clubs and reading groups in any discipline;
- group-building techniques that create a productive community of readers;
- a do-it-yourself exploration of the ways smart readers think;
- models for developing ambitious thematic units within your classroom or with colleagues;
- special help and materials for students who struggle;
- scientific proof that the book's recommended activities do improve reading and learning.

8. Websites to share

   ➤ Content literacy
      - Literacy Matters

      http://www.literacymatters.org/content/intro.htm
      - Knowledge Loom
      http://knowledgeloom.org/adlit/index.jsp

      - Vary Reading Strategies
      http://www.emints.org/ethemes/resources/S00001533.shtml

      - Best Practice Strategies
      http://www.learner.org/jnorth/tm/ReadStrats_20Best.html

9. Hot topics

> ➢ What is a Learning Target?

What is the intended learning? That one question should drive all planning and assessment. Learning targets are statements of intended learning in kid-friendly language. If we don't begin with clear statements of intended learning, it will be impossible to end with sound assessments. The more we learn about formative assessment, the more important it seems to be to ensure that learning targets for lessons are appropriate. If learning targets are unclear, students can't begin to carry out the required learning effectively. The example below illustrates Core Content standards deconstructed into kid-friendly learning targets.

Standard **RD-EP-2.0.2** Students will describe characters, plot, setting or problem/solution of a passage. DOK 3		
Knowledge Targets	Skills/Reasoning Targets	Product/Performance Targets
Know what characters are in a passage Know what plot means Know what elements are included in the plot (e.g., problem, solution) Know what setting is Know what elements are included in the setting (e.g., time of day, time of year, place) Know what problem is in a passage Know what solution is in a passage	Recognize the problem in a passage => Recognize the solution in a passage =>	Describe the characters in a passage Describe the plot in a passage Describe the setting in a passage Describe the problem in a passage Describe the solution in a passage

Standard RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3		
Knowledge Targets	Skills/Reasoning Targets	Product/Performance Targets
Know that passages have a main idea Know that passages	Identify the main idea in a passage Identify details in a	Distinguish between main idea and details that support the main idea

have supporting details	passage that support the main idea	

Writing Resource Materials

Please bookmark this site. All of our writing resource and training materials are on this site.

CLEM Archives

For your convenience, Cluster Leader Electronic Messages are archived on our Writing Resources Web page on the KDE site.